

INSPECTION REPORT

BROOKSIDE PRIMARY SCHOOL

High Lane, Stockport

LEA area: Stockport

Unique reference number: 106036

Headteacher: Mrs A. Francis

Reporting inspector: Paul Dennison
17736

Dates of inspection: November 5th – 8th 2001

Inspection number: 195731

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Ashbourne Drive High Lane Stockport
Postcode:	SK6 8DB
Telephone number:	01663 763 943
Fax number:	01663 766 617
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Ankers
Date of previous inspection:	21 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17736	P Dennison	Registered inspector	The foundation stage English as an additional language English Art and design Physical education	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13706	G Marsland	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
20846	A Wilson	Team inspector	Special educational needs Mathematics Information and communication technology Music Religious education	How good are the curricular and other opportunities offered to pupils?
17767	S Power	Team inspector	Equal opportunities Science Design and technology Geography History	Pupils' attitudes, values and personal development

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brookside Primary School is situated in the village of High Lane on the outskirts of Stockport. The pupils attending come from a wide area including Cheshire and Derbyshire. It is smaller than most schools with 158 on roll. There are six classes. There is no nursery but most pupils receive some form of pre-school education. A privately run pre-school group meets each morning on school premises. There is a very wide range of attainment on entry to the school but overall it is above that expected for the age group. It does however, vary considerably from year to year depending on the number of pupils with special educational needs. The school has resource provision to meet the needs of children with severe or profound learning difficulties. Currently, there are ten children with severe learning difficulties as well as others with special educational needs who have come to the school because of its inclusive philosophy. The number of pupils on the school's register of special educational needs is above the national average. Ten of these have a statement of special educational need. This is well above the national average. The number of pupils who are eligible for free school meals is below the national average. There are no pupils for whom English is an additional language.

HOW GOOD THE SCHOOL IS

This is a good school. The quality of teaching is good and this helps pupils to make good progress. Standards of attainment in English, mathematics and science are above the national average. The pupils have very positive attitudes to learning and their behaviour is very good. The headteacher and senior staff provide very good leadership and the school is very well managed. The very effective support provided for pupils with special educational needs helps them to have full access to all aspects of school life and to make good progress. The headteacher, governors and staff work well together with a shared commitment to raising standards and improving the quality of education. The school provides good value for money.

What the school does well

- Standards in English, mathematics, and science are good.
- The headteacher and senior staff provide very good leadership and the school is very well managed.
- The quality of teaching is good overall and much is very good.
- Pupils with special educational needs are provided with very good support and make good progress.
- The provision for pupils' personal and social development is very good.
- The school cares well for its pupils and relationships are very good.
- Pupils have very positive attitudes to school and their behaviour is very good.

What could be improved

- The use of information and communication technology to support learning in other subjects.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997. It was found to be a successful school with many strengths. Since then it has continued to improve in many areas. The good standards of attainment have been maintained. The key issue from the previous inspection has been effectively addressed as a result of the clear leadership provided by the headteacher. The National Numeracy and Literacy Strategies have been implemented and schemes of work have been developed for all other subjects to support teachers' planning. The resource provision for pupils with severe or profound learning difficulties has been developed and these pupils are fully included in all aspects of the life of the school. The new computer suite has improved the provision for information and communication technology and helped to improve standards of attainment. There are clear plans to extend the computer suite. However, the limited number of computers currently available is impeding the use of information and communication technology to support learning in other curriculum areas.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	C	B	D
mathematics	B	C	B	D
science	C	B	E	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In the 2001 National Curriculum tests in Year 6, pupils performance was above the national average in English and mathematics and well below the national average in science. The school performance in these tests varies from year to year because of the differing numbers of pupils with special educational needs in the year group. The presence of pupils with severe learning difficulties can make a significant difference to the overall results, especially as the total number of pupils in the year group is relatively small. Comparison with schools which do not have resource provision for pupils with special educational needs is therefore very difficult. However, results of the Year 6 tests have improved steadily at a rate broadly in line with the national trend.

On the evidence of the inspection, attainment by the end of Year 6 in English, mathematics and science is above the national average.

By the end of Year 2, attainment is above the national average in reading, writing and mathematics. Attainment in science is in line with national average, with many pupils achieving above this.

Pupils make good progress in the reception class and the great majority achieve the early learning goals established for the age group. Many move beyond this to the National Curriculum programmes of study. Attainment in art and design, design and technology, history, music and religious education is above that expected for the age group. Attainment in information and communication technology, geography and physical education is in line with expectations.

Pupils of all abilities, including those with special educational needs in mainstream classes and the resource provision, achieve well.

Realistic but challenging targets are set for the National Curriculum tests in Year 6. The results in 2001 exceeded the targets set for English and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. They work hard, concentrate well and show good levels of interest.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school. Pupils know what is expected of them and respond in a positive manner.
Personal development and relationships	Personal Development and relationships are very good. Pupils co-operate well with each other and their teachers. They are provided with opportunities to exercise responsibility and they respond well.
Attendance	Attendance is above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. Those with special educational needs are well supported and make good progress. This good quality teaching is founded upon good relationships and good classroom management skills. Lessons are well planned and organised. Teachers have high expectations and take great trouble to present learning in ways which challenge and motivate pupils. On the occasions where teaching is satisfactory rather than good, the reason is usually because the work provided is not accurately matched to pupils' needs and this reduces the progress made.

The teaching of English and mathematics is good overall and the skills of literacy and numeracy are taught well. Support staff work closely with the teachers to raise standards and ensure that all pupils gain full benefit from their lessons. They make an important contribution to pupils' learning. Pupils respond well and learning is good overall. They are keen to learn and work hard, showing good levels of concentration and developing their knowledge, skills and understanding.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. There is a wide range of interesting and relevant activities. It is enhanced by the good use of visits and visitors.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. They are well supported, have full access to all aspects of school life and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for personal development. There are very clear expectations of behaviour and the positive values promoted in assemblies and lessons help to promote spiritual, moral, social and cultural development.
How well the school cares for its pupils	The school cares for its pupils very well. Staff know their pupils well as individuals and create a supportive environment in which pupils can develop.

The school has developed a good partnership with parents.

Pupils' academic performance and personal development is monitored very effectively. There are very good systems in place to analyse the results of assessments, set clear targets for improvement and to track progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and has established a very positive climate for learning in the school. She is well supported by senior staff, in particular, the deputy headteacher. The school is managed very effectively.
How well the governors fulfil their responsibilities	Governors are very supportive. They are aware of the needs and priorities facing the school and contribute very effectively to its success. All statutory requirements are met.
The school's evaluation of its performance	There are very effective systems in place to monitor the quality of planning and teaching. Assessment results are analysed to monitor standards of attainment and the progress of pupils. This evaluation is used to inform the planning of further improvements.
The strategic use of resources	Effective use is made of the school budget and additional grants for the benefit of pupils' learning. Financial planning is very good and resources are used well to support the school's educational priorities.

There are sufficient, well qualified and experienced teachers and a good ratio of support staff to meet the needs of pupils. The accommodation is good and the school has a good range of resources to support learning.

Collectively the headteacher, staff and governors contribute very effectively to the quality of education provided and to the standards achieved by the pupils. The school development plan has been produced in consultation with staff and governors. This is based on an analysis of the school's needs. It clearly identifies the school's priorities and is reviewed regularly to evaluate progress. The school makes good use of the principles of best value to make effective use of the financial resources available. These are used effectively to support the priorities identified in the plan.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good. • The school helps their children to become more mature. • Their children like school. • The school provides an interesting range of activities outside lessons. • Children get the right amount of homework. • The behaviour in school is good. • Children are expected to work hard and achieve their best. • The school is well led and managed. 	<p>A small number of parents expressed concerns about:</p> <ul style="list-style-type: none"> • how well informed they are about their children's progress; • how closely the school works with parents.

Parents expressed much satisfaction with the school's provision. The inspection findings support all these positive views. While the majority of parents and carers consider the school keeps them well informed in relation to their children's progress, a small minority are dissatisfied with this aspect of the school and with the school's partnership with parents. The inspection confirmed that the school is working hard to develop and improve the relationship with parents. Inspectors also consider that the arrangements for informing parents about their children's progress to be satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There is a wide range of attainment on entry to the school, although, overall, attainment is above that expected for the age group. Pupils make good progress in the reception class and by the time they complete the Foundation Stage the great majority achieve the early learning goals established for the age group. Many move beyond this to the National Curriculum programmes of study for Key Stage 1. The good levels of achievement reported at the time of the previous inspection have been maintained.
2. Pupils' performance in the 2001 Year 2 National Curriculum assessments in reading and writing was well above the national average, in mathematics it was in line with the national average. Teachers' assessments of their attainment in science were also above the national average. In the 2001 National Curriculum tests in Year 6, pupils' performance was above the national average in English and mathematics but well below the national average in science. The school performance in these tests varies from year to year because of the differing numbers of pupils with special educational needs in the year group. The presence of pupils with severe learning difficulties can make a significant difference to the overall results, especially as the total number of pupils in the year group is relatively small. Comparison with schools which do not have resource provision for pupils with special educational needs is therefore very difficult. However, results of the Year 6 tests have improved steadily at a rate broadly in line with the national trend.
3. On the evidence of the inspection, attainment by the end of Year 2 is above the national average in reading, writing and mathematics. Attainment in science is in line with national average, with many pupils achieving above this. By the end of Year 6, pupils' attainment in English, mathematics and science is above the national average. Pupils of all abilities, including those with special educational needs achieve well.
4. By the age of seven, most pupils have good skills of speaking and listening. They are competent in the early skills of reading and are developing a range of strategies for attempting unknown words. Their writing shows an increasing fluency and control, with simple punctuation being used accurately. By the end of Year 2, pupils read a range of texts with fluency and understanding. They use capital letters and full stops appropriately in their writing, with simple words spelt correctly. They develop their ideas logically in a sequence of sentences. By the age of eleven, standards of literacy are good. Pupils listen carefully to one another and their teachers. They give articulate, complete answers to questions, demonstrating good comprehension skills. The majority of pupils are confident when asked to address the rest of the class and speak clearly to the best of their ability. The majority of pupils are competent readers. They read aloud clearly and with understanding and discuss the characters and plot of stories confidently. Higher attaining pupils are very fluent and expressive. They read widely and explain their views clearly. Their writing is organised, clear and well adapted for a number of purposes. Most pupils make good use of punctuation and are secure with spelling. They plan work carefully and make good use of parts of speech such as adjectives and adverbs.

5. Pupils have good numeracy skills. They develop their understanding of the number system and their mathematical vocabulary. By the age of seven, pupils are able to carry out written calculations accurately and most have a good knowledge and understanding of number facts, shapes and measures. By the end of Year 6, pupils of all abilities have a good knowledge of the number system and can use the four basic operations competently. The higher attaining pupils have a good understanding of percentages and probability, can use fractions and decimals accurately. The lower attaining pupils can apply the four rules of number effectively and use a wide range of units of measure competently. Pupils have a sound knowledge of shapes and their properties and a good appreciation of the number system and measures. Pupils make good progress in developing their mental strategies and are able to use their mathematical knowledge to solve problems and to support their work in other subjects such as science and design and technology.
6. By the age of seven, pupils possess a sound scientific vocabulary and knowledge. They are able to observe changes, make sensible predictions and record their observations appropriately in notes and drawings. By the end of Year 6, pupils have a good grasp of the factual knowledge required by the National Curriculum and are able to find answers to scientific questions by systematic investigation. They can make informed predictions about what might happen and explain their findings in terms of what they originally thought.
7. The school has maintained the good levels of attainment in English described at the time of the previous inspection. Attainment in mathematics and science has been improved. This improvement has been brought about through good teaching and the implementation of the national strategies for numeracy and literacy which have provided a framework for planning and led to a clear focus in lessons. There are also increased opportunities for pupils to develop skills of investigation in mathematics and science.
8. The provision for information and communication technology has improved considerably since the previous inspection. Pupils' attainment in information and communication technology is in line with national expectations throughout the school and pupils of all abilities are achieving satisfactorily. By the end of Year 2, word-processing skills are well developed. Most pupils can highlight blocks of print and move them about the screen and use the mouse and toolbar to change the size of print or images. By the end of Year 6, pupils use computers regularly to look for information in the course of their work. In order to do this, they confidently gain access to the Internet to operate search engines and look for information which will help them with their work. They use the appropriate 'tools' for checking their spelling, reorganising text and expressing ideas in a variety of formats. However, pupils have too few opportunities to gain confidence in using the computer as an integral part of their learning. This is partly due to the lack of space in the computer suite and also because some teachers do not yet have the subject knowledge and confidence to organise more frequent access.
9. Teachers have high expectations and pupils achieve well because of lively, enthusiastic teaching that motivates them to succeed. Attainment in art and design, design and technology, history, music and religious education is above that expected for the age group. Attainment in geography and physical education is in line with expectations.

10. Pupils in mainstream classes with special educational needs achieve well in meeting the targets identified in their individual education plans. This is because of the effective support they receive from teaching and non-teaching staff. The school identifies a number of pupils as more able and they also make good progress. Pupils in Years 3 to 6 with significant learning difficulties who benefit from the resource provision, spend a limited proportion of the school week in the resource room, mostly for literacy lessons. Otherwise, they are fully and successfully included in all mainstream lessons and extra-curricular activities. This is the result of very close collaboration between well-qualified and very capable teaching assistants and teachers. A feature of this support is the detailed and very specific individual education plans which are prepared for every pupil. The teacher in charge of the resource provision and teaching assistants work very hard to ensure that resourced pupils achieve the targets set out in these detailed documents. In order to do this successfully, they have high expectations of the pupils in their care and successfully ensure that they work as hard, and attain as well, as they are able.
11. The school analyses test results and uses that information to track pupils' progress. Careful records of each pupil's test results are kept from entry to the school and are passed on from year to year. Information gathered from the various tests is used to target pupils for additional learning support and booster classes where necessary. Realistic but challenging targets are set for the National Curriculum tests in Year 6. The results in 2001 exceeded the targets set for English and mathematics.

Pupils' attitudes, values and personal development

12. The pupils demonstrate very good attitudes towards school and their behaviour is very good. They enjoy coming to school. Their record of attendance is good and is above the national average for primary schools. The rate of unauthorised absence is slightly below the national average. The vast majority of pupils arrive on time and lessons start promptly.
13. Relationships throughout the school are very good and this has a positive impact on pupils' progress. The pupils get on very well with each other and incidences of bullying or oppressive behaviour are very low. The teachers and other staff provide excellent role models for their pupils by speaking to them courteously and treating everyone with respect. The presence of the resourced pupils further enriches the quality of relationships within the school community and teaches the mainstream pupils tolerance, care and respect for other people. The pupils are well mannered, friendly and helpful to each other and to visitors. They understand the school's 'Golden Rules' for acceptable behaviour and the great majority of pupils conform to these rules.
14. The pupils are very enthusiastic about all the school activities. In lessons they show very good attitudes to learning, are attentive and eager to learn. They settle down quickly at the beginning of lessons and sustain good levels of concentration. When working with a partner or as part of a group, the pupils are exceptionally co-operative with each other. They are very receptive to the ideas of others and very willing to help each other. This was very noticeable in a Year 5 literacy lesson, when pupils worked well together in writing a play script, and in a Year 4 literacy lesson, when pupils co-operated particularly well in the production of a class newspaper. The after school clubs are very well attended and make a valuable contribution to the pupils' personal development.

15. Throughout the school, the very good behaviour of the pupils and their positive attitudes to learning are contributing significantly to the standards they achieve. Their behaviour is equally good in the playground, in the dining room and during assemblies. As they move around the school, their behaviour is exemplary. Movement of classes to the hall for assembly or gymnastics lessons is achieved silently and sensibly. Groups move to and from the computer suite without fuss or noise and individuals walk carefully and sensibly in the corridors. Playtimes and lunchtimes are harmonious and orderly occasions. The pupils take good care of the school and all areas of the building are kept clean and tidy. The pupils respect the work on display around the school and treat it with care. The team system is effective in reinforcing the good behaviour and attitudes throughout the school.
16. When presented with opportunities to show initiative and take responsibility, the pupils respond very positively. From a very early age they are expected to take responsibility. The youngest pupils tidy up after themselves and put away the equipment they have been using. As they get older the pupils assume greater responsibility and carry out the tasks they are given efficiently and reliably. Throughout the school, the pupils show great care for those younger than themselves and offer help when they see it is needed. In a Year 6 class a pupil took it upon herself to support a less able pupil who needed help and in all classes the pupils show caring and positive attitudes to the resourced pupils. By Year 6, the pupils show a highly developed sense of responsibility and carry out their allotted tasks with assurance and reliability. At lunchtimes the oldest pupils take responsibility for caring for the youngest pupils, helping them with their meals and taking them out to the playground. They do this with great sensitivity.
17. The School Council is a significant feature of school life and involves all the pupils from youngest to oldest. All the pupils take part in democratic elections to appoint their own class representatives to the Council. The meetings are conducted in a highly professional manner and are very successful in giving a voice to every pupil about the issues that concern them. The representatives take their role very seriously and have been successful in influencing many aspects of school life for the benefit of all the pupils. For example, they have been instrumental in influencing the improvement in the state of the toilets; they conceived the idea of the millennium Willow Dome and oversaw its creation; they made a significant contribution to the school's Golden Rules; they were instrumental in improving the play equipment in use at lunchtimes and they make suggestions about which charities and events the school will support. Issues for consideration by the representatives are communicated during 'Circle Time' or confidentially in the prominently displayed suggestions box. The youngest representatives discuss their concerns with their class teachers. The inclusive nature of the school council in providing a voice for all pupils is very effective in promoting social responsibility, building confidence and developing the pupils' understanding of democratic principles.
18. The pupils contribute generously to the wider community, through fund raising events for a wide range of charities such as Red Nose Day and Children in Need. Last year £1500 was raised and earned a special commendation from a local community award scheme. At the time of the inspection, a large number of shoebox gifts were being donated to support Operation Christmas Child. Activities such as these strongly promote the principle of care for others that is central to the ethos of the school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. During the inspection, 87 per cent of the teaching observed was good or better, including 43 per cent that was very good or better and 5 per cent that was excellent. No teaching was less than satisfactory. The good quality of teaching reported at the time of the previous inspection has been maintained.
20. The teaching of children in the reception class is very good overall and at times it is excellent. Teaching in Years 1 to 6 is good overall. None of the lessons observed were less than satisfactory and 85 per cent of the teaching was good or better, 35 per cent was very good or better and at times it was excellent.
21. The teaching in the reception class is often exciting and interesting, capturing children's imagination and making them very eager learners. All staff have a very secure understanding of how young children learn and of the importance of play and first hand experiences. This has a very positive effect on the good progress children make towards the early learning goals and provides a very firm foundation for learning in Years 1 to 6. Lesson plans provide a very good framework for learning. They are very clear and detailed with appropriate learning objectives linked to the early learning goals. The experiences provided are interesting, challenging and of a very high quality, and are focussed very closely on what children need to learn. Staff provide very effective support for all activities, continually interacting to check and extend children's understanding. Children are given very clear instructions about what it is they are expected to do. As a result they move quickly to tasks using the time well to reinforce or extend their learning. Praise and encouragement are very effective in promoting positive behaviour, and personal, social and emotional development. Staff use questions, comments and observations very well to extend learning and to assess children's progress in order to plan for future learning. Assessment of attainment on entry is used effectively to help the teacher plan appropriate learning experiences. All staff work very well together and this has a positive effect on the quality of the learning. The teacher and the support assistants are experienced, enthusiastic and have very high expectations of the children.
22. Teachers throughout the school plan work carefully. Good use is made of the resources available to provide interesting tasks which motivate pupils. In a Year 4 science lesson, the teacher made very effective use of a range of different thermometers which pupils handled with care as they enthusiastically developed their skills of reading and recording temperatures. In a Year 6 history lesson about the effects of rationing in World War 2, an excellent range of resources enabled pupils to carry out research using books and contemporary publicity. Pupils also had the opportunity to make and taste soup made to a wartime recipe. Where teaching is good, pupils are encouraged to be responsible about their work, and are given opportunities to work independently and in pairs or groups. Relationships are very positive and pupils respond well to teachers' expectations of good behaviour and show good levels of concentration. Group work is organised skilfully to enable some groups to work independently thus enabling the teacher to give more intensive support to others. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration in developing their knowledge, skills and understanding. As a result, they make good progress.

23. Teachers have good subject knowledge. They make effective use of questioning to develop and assess pupils' understanding, and they give clear explanations. Teachers effectively build on pupils' earlier learning and use the opportunities of whole class sessions to review and assess pupils' understanding of previous work. Classroom support staff are used very effectively to support pupils' learning and make a very positive contribution to the progress made. A group of pupils in the Year 1 and 2 class made very good progress in their design and technology lesson because the work had been very well planned and prepared by the teacher. They also benefited from the very positive contribution made by the support assistant whose questions provided clear challenge for the higher attainers and sensitive support for pupils with special educational needs.
24. Teachers help pupils make relevant links between the various subjects of the curriculum and to use their experiences in one area to support new learning elsewhere. The study of the Tudors by the Year 3 pupils involved them in research and the development of historical skills and understanding but had also been used effectively to promote the creative writing of letters to 'The Grumpy King'. In Year 5, pupils studying the Victorians had visited the science museum and were using this as the basis for work in art and design, and design and technology.
25. On the occasions where teaching is less than good, it is usually because the work provided is not accurately matched to pupils' needs. The work lacks challenge and the pace of pupils' response slows with an adverse effect on the progress made.
26. Teaching of English and mathematics is good overall. Teachers generally have high expectations and provide work which is well matched to pupils' needs and abilities. Pupils respond well and make good progress. Good use is made of the frameworks provided by the National Literacy and Numeracy Strategies for planning activities. This good quality teaching has a very positive impact on maintaining and raising the standards of attainment. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding.
27. Pupils' work is assessed and marked constructively on a day-to-day basis. Teachers know their pupils well. They provide good verbal feedback during lessons and help pupils to improve their work. The use of written marking is less consistent. The use of written comments is not always used effectively to ensure that pupils are aware of areas which need to be improved or to set clear targets for improvement.
28. The teaching of pupils with special educational needs is good. There is close and effective co-operation between the special educational needs co-ordinator and class teachers to draw up good individual education plans for pupils. Teachers work hard with support staff to ensure that pupils are fully included and achieve well in all lessons. A strength of the teaching lies in the degree of flexibility and co-operation which teachers and teaching assistants demonstrate when dealing with all pupils with either moderate or significant special needs. Support staff who work with pupils with special educational needs are used well in the classroom. They work effectively with individuals and groups to consolidate and extend their learning.

29. Homework is used effectively to support learning. The amount of homework given to pupils is increased as they progress through the school. This takes a variety of forms including reading activities, learning multiplication tables and spellings and work which reinforces or extends learning in class.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

30. The curriculum in the reception class is securely based in the six areas of learning appropriate for this age group. Special emphasis is rightly given to personal, social and emotional development, as well as to communication, language and literacy and to mathematical development. Appropriate elements of the National Literacy Strategy and the National Numeracy Strategy are incorporated into lessons. The children are encouraged to enjoy learning and to take part in a wide range of lively practical activities, which support their progress effectively in all areas.
31. The school provides a varied and interesting curriculum for pupils in Years 1 to 6. There is a wide range of learning opportunities to support academic and personal development, enriched by music and drama. Since the last inspection, the school has worked hard and successfully to improve the resources for teaching information and communication technology. There are now good schemes of work in place for all subjects. Teachers plan their work carefully to include strong links between subjects and to ensure that all areas of the curriculum receive their full entitlement. For example, pupils use computers to look for information on Ancient Greeks and develop their art and design skills by making their own Grecian urns. There are also opportunities to write extensively about the period and to examine the work of Pythagoras. This method of planning, therefore, effectively promotes skills in numeracy and literacy through teaching in many subjects as well as through the national strategies, which have been successfully implemented since the last inspection. Homework is set regularly in the majority of classes and this makes a positive contribution to learning.
32. There is very good provision for personal, social, and health education. Issues such as healthy eating are explored thoroughly through science and there is gradual and sensitive promotion of drug awareness from an early age. There is a good scheme of work, which enables pupils to explore other moral and social issues, such as family responsibilities, relationships and sexual development. They also have opportunities to consider and improve the quality of their environment by planting trees in the grounds of Lyme Park. All Year 5 and 6 pupils are offered a residential visit to either the Isle of Man or Ironbridge and this plays an important part in developing social skills and independence. The way in which the school supports and promotes personal and social development is a major strength. Teaching and non-teaching staff achieve this by ensuring that all pupils are fully included in every aspect of school life. Through this policy, pupils learn to take responsibility for helping others and to value the contributions of everyone to the school community as a whole.
33. The school is entirely successful in implementing its policy for equality of opportunity. All of the pupils, irrespective of gender, ability or background, have equal access to the whole curriculum. Boys and girls are treated equally and have full access to all school activities, including after school clubs, sporting events and visits. The school's inclusive ethos is implicit in its provision for pupils with significant learning needs. They are fully integrated into mainstream lessons and enabled to make good gains in learning through the support of high quality classroom assistants. The school goes to great lengths to ensure that disabled pupils can take part fully in residential visits,

performances and other events outside school. The commitment to promoting equality of opportunity is reflected regularly across the curriculum, in lessons and in assemblies. Throughout the school, teachers frequently take opportunities to raise the pupils' awareness of equal opportunities issues, for example by making clear what is unacceptable discriminatory behaviour and by promoting understanding of other cultures and faiths.

34. The provision for extra-curricular activities is very good. Teachers give their time generously to provide a range of sports opportunities such as football, netball and hockey. They also organise clubs for drama, choir, recorders and guitar and a member of staff has helped pupils to form their own pop group. Parents also have the opportunity to send their children for additional tuition on flute, clarinet, violin, percussion or keyboard. The community makes a good contribution to pupils' learning and there are strong links with the local church. Visitors such as the National Trust wardens from Lyme Park, the 'Theatre Bus' and experts on Victorian toys come in to school regularly to add further interest and variety to lessons and assemblies. The school also takes pupils out into the community to enrich learning. Disley Sports Club has involved pupils in a local 'Commonwealth Games' and the school has taken part in numerous dramatic and musical productions locally. There are very positive links with other schools. During the inspection, Year 5 and 6 pupils performed with Year 7 students from the local high school. The school is also an effective provider of training opportunities for students on work experience and nursery nurse or initial teacher training.
35. Provision for the pupils' spiritual development is good and the development of their moral, social and cultural understanding is very good throughout the school. School assemblies are reverent occasions. The lighting of candles and the use of music create a calm and spiritual atmosphere as the pupils enter the hall. They respond well to this atmosphere, behave well and adopt appropriately reverent postures during moments of prayer and reflection. The teachers create many opportunities in lessons for the pupils to experience a feeling of awe and wonder. This was particularly noticeable in a science lesson about forces, where pupils experienced at first hand the up thrust exerted on a floating balloon when they tried to push it under the water. This experience prompted the pupils to reflect on forces in other contexts and they asked many searching questions as a result. In a lesson about the effects of food rationing in the Second World War, the pupils showed high levels of empathy with the feelings of people at that time. The presence in the school of pupils with significant learning needs makes a particularly strong contribution to spiritual development by promoting awareness of the feelings and needs of people other than themselves. The pupils are taught some simple sign language and use this as a greeting to each other in assemblies. The mainstream pupils are good at showing sensitivity and support to the resourced pupils. A particularly good example of this was seen when older pupils showed great delight at the successful attempt by a pupil with significant learning needs, to answer a question after a great deal of effort.
36. Provision for the pupils' moral and social development is very good. In accordance with the school's mission statement, every pupil in the school is encouraged to show care and respect for others. The 'Golden Rules' for behaviour provide a strong basis for a code of conduct that is closely adhered to throughout the school. Relationships are very good and help to foster a very caring and supportive environment, in which the pupils can grow in confidence and self esteem. There are many planned opportunities to discuss moral and social issues, for example in Circle Time, when pupils have the opportunity to discuss important issues that concern them. In lessons the pupils have many opportunities to work with a partner or as part of a group. This helps to promote their social development by encouraging mutual support and good teamwork. There

are many opportunities for pupils to carry responsibility as they move through the school. The school council makes a particularly good contribution to the pupils' social development by promoting high levels of personal responsibility and awareness of the needs of the school family and the wider community. The high levels of support given by the school to various charities, such as Operation Christmas Child, make a considerable contribution to developing the pupils' awareness of their moral and social responsibilities as world citizens. Through residential visits, they learn how to be self-reliant and to function in a social group away from their families.

37. Provision for the pupils' cultural development is very good. Subjects such as history and geography provide them with many opportunities to learn about other cultures. Pupils in Year 4 were able to learn about the Greek culture through the direct experiences of carding wool and tasting food. Pupils in Year 5 gained very good insight into the influences of Victorian industrial development on their lives today. In music, art and English lessons they are taught to appreciate a very good range of creative media and to learn about famous artists, composers, poets and authors. For example, during the inspection the older pupils took part in a local music event where they performed the musical, 'The King With Cold Feet', with great confidence and accomplishment. They enjoyed performing creatively together and showed high levels of cooperation and team effort in the performance. Visits to destinations such as Ironbridge and the Isle of Man make a strong contribution to the cultural development of pupils. The lunchtime staff teach the pupils games and rhymes from their own culture, for example skipping rhymes and hopscotch. Very good opportunities are provided in lessons and assemblies for pupils to study other faiths. For example, they learn about the key celebrations in the Hindu, Muslim, Sikh and Jewish religions and compare these to the main celebrations of the Christian year. In a lesson about the Jewish festival of Pesach the pupils in Years 1 and 2 learned about the symbolism contained within the foods on the Seder plate. The way in which other faiths are included in the learning opportunities given to the pupils, gives them an informed understanding of the value systems and beliefs of other cultures, through which they learn tolerance and respect for others.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. This is a caring school where the welfare of the pupils is a priority. The staff know the pupils well and successfully promote their self-esteem. In return the pupils know that they are valued and respond well. Parents have expressed the view that all the staff including the caretaker and lunchtime ancillary assistants help the pupils to develop positive attitudes to school.
39. Procedures for child protection and for ensuring the pupils' welfare are very good and have improved since the last inspection in 1997. The school follows the procedures in the governing body's health and safety policy. Fire precautions and electrical checks are carried out annually. Whole-school risk assessment is complete and is regularly reviewed. Staff and ancillary assistants carefully supervise the pupils at breaks and lunchtimes. The lunchtime assistants organise games such as skipping and skittles as part of the school's involvement in the healthy schools award. The school also teaches road safety and holds safe cycling sessions. The school began Stockport's first Walking Bus Scheme. This is organised by parents who collect and supervise pupils walking to school on two mornings a week. Pupils are also alert to health and safety issues in lessons. A good example of this was observed in a Year 1 and 2 gymnastics lesson, where the pupils were advised how to move the equipment carefully. The school benefits from a well-equipped and well-stocked medical room and two members of staff are fully trained in first aid procedures.

40. Procedures for monitoring and improving attendance are very good. The administrative officer carefully monitors attendance each day. She also rigorously monitors punctuality and medical appointments and all absences are recorded. The educational welfare officer visits the school every month but attendance at the school is above the national average for primary schools.
41. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. There are effective behaviour and anti-bullying policies in place, which are consistently applied by the staff and clearly understood by the pupils. This confirms the views of the parents who believe that behaviour is good. The pupils in each class have also devised their own Golden Rules. An appropriate scheme of sanctions is in place. Pupils are rewarded with team points for good behaviour, work and improvement. There is a weekly Celebration Assembly. Lunchtime ancillary assistants also award 'good behaviour' slips. No bullying or challenging behaviour was seen during the inspection and during the last year there have been no exclusions from the school. The class teachers record occasional incidents of challenging behaviour. Serious issues, including rare incidents of bullying, are recorded by the headteacher who informs parents and takes action as necessary.
42. The assessment co-ordinator has worked hard and successfully to maintain and improve the good assessment procedures reported in the last inspection. Good systems are in place throughout the school, with appropriate focus on English, mathematics and science. Careful records of each pupil's test results are kept from entry to the school and are passed on from year to year along with teacher assessments. Information gathered from the various tests is used to target pupils for additional learning support and booster classes where necessary. Procedures are particularly well developed for English and mathematics where teachers throughout the school set clear individual targets for improvement for each pupil. They have recently begun the practice of sharing these targets with pupils and their parents and both parents and pupils welcome this innovation. It helps pupils to understand their own strengths and weaknesses and guides teachers when planning new work. However, the system is in its early stages of development and assessment is not always used accurately enough to set work at the right level for different groups of pupils. Teachers are in the process of developing easily manageable systems for assessing progress in the remaining subjects on the curriculum. Pupils with special educational needs are identified at an early stage and they are provided with individual education plans. These are reviewed regularly and the progress of individual pupils is accurately assessed. There is a good level of support from the local education authority when it is required.
43. Procedures for monitoring and supporting the pupils' personal development are good. The procedures are founded on the very good relationships between the staff and pupils. The pupils feel secure in the school. Personal, social and health education and a discussion period called 'circle time' make a valuable contribution to the pupils' personal development. These lessons are often supported by the emergency services, health professionals and the Police. Some pupils set their own behaviour targets in co-operation with class teachers and parents. The school maintains effective links with outside agencies, such as the behaviour support services and the educational psychologist, which also help to support the academic and personal development of the pupils. The success that the school achieves in the support and guidance of pupils has a positive effect on behaviour, learning and attitudes.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school has a good partnership with parents. Through the questionnaire and in discussions with inspectors, parents have expressed much satisfaction with the school's provision. The great majority feel welcome in school and find the staff accessible. They have a high regard for the leadership and management of the school and appreciate the fact that their children are happy, behave well in school and make good progress, both academically and personally. The inspection findings support all these positive views. While the majority of parents and carers consider the school keeps them well informed in relation to their children's progress, a small minority are dissatisfied with this aspect of the school and with the school's partnership with parents. The inspection confirmed that the school is working hard to develop and improve the relationship with parents. Inspectors also consider that the arrangements for informing parents about their children's progress to be satisfactory. Annual reports are informative. They include grades for the different aspects of all subjects and include written comments about English, mathematics, science and information and communication technology. They could be improved further by including written comments on other subjects. Parents have the opportunity to consult the staff about their child's progress on three occasions each year; two formal parents' meetings and one open evening. The pupils' progress reports contain sections for the pupils and parents to comment and targets explaining how the pupils can improve their work. Parents are also able to discuss any concerns they may have at any time.
45. The quality of information for parents is good. The school has hosted sessions for parents to help them to understand the aims of the National Literacy and Numeracy Strategies. Workshops are also held explaining topics such as assessment, information communication technology and sex and health education. Curriculum information is available in the school newsletter and every class teacher writes to parents to inform them what their child will be studying in the coming term. The school brochure and the governing body's annual report are informative and include all the required information.
46. The school maintains very good links with parents, which have improved since the last inspection. A regular newsletter and notice board keeps the parents informed of events and achievements. The school regularly seeks the views of parents by distributing questionnaires. The headteacher and deputy headteacher are accessible in the playground before school commences. A suitable home/school agreement has been distributed but not all parents have signed and returned it. Parents of children with special educational needs are properly involved in their children's education plans, and the school provides them with the opportunity to participate in an annual review.
47. Parental involvement has a positive effect on the life of the school. The Brookside Friends Group provides good support organising social and fund-raising events which raise a substantial amount of money every year. Last year the money raised was used to enhance the school grounds and this year the computer suite is being developed. Some parents also provide good support by organising the school's Walking Bus Scheme.
48. The contribution that the parents make to their children's learning at school and at home is good. Some parents assist as volunteer helpers in classrooms and on educational visits. All parents have been informed about the school's expectations regarding homework and many parents assist their children, particularly with reading and with research tasks. The reading record books provide a valuable channel of communication between home and school. Parents ensure their children arrive on time in the mornings and they are very conscientious in informing the school if their children

have to be absent for any reason. Attendance at parents' evenings is very good, as is parental support for assemblies and school productions.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The school is very well managed. The headteacher provides very good leadership, promoting and sustaining a clear sense of direction for the work of the school. The senior managers, and in particular, the deputy headteacher set good examples in the work they undertake and consequently there is an enthusiastic and committed staff team, including those in non-teaching positions. The very positive and supportive atmosphere and the sense of commitment displayed by all who work in the school reflect the quality of this leadership. Governors, teachers and non-teaching staff work well together to support the headteacher in promoting the school's aims. The school has taken positive and effective steps to address the area for improvement identified in the last inspection report. Systems of curriculum planning have been successfully developed and there are now schemes of work for all subjects. The good standards of attainment reported at the time of the previous inspection have been maintained.
50. The governors are regular visitors to the school and they are kept well informed about the issues. This enables them to make a positive contribution to supporting the work of the school. They provide effective support for the school and are fully involved in decisions about finance and the curriculum. Individual governors have links with curriculum areas and special educational needs. They have established an effective structure of committees to oversee and meet the requirements of their statutory responsibilities.
51. The school improvement plan has been produced in consultation with staff and governors. This is based on a clear analysis of the school's needs. It identifies the school's priorities and is a useful and effective management tool. It is linked to the school budget, has criteria for success and is reviewed regularly to evaluate progress. It is supplemented with clear and effective action plans for each area of development.
52. Since the previous inspection, the resource provision for pupils with special educational needs has been developed. The special educational needs teacher provides very effective leadership for this area. She liaises well with class teachers, support staff and outside agencies. There are regular assessments of pupils' individual targets and this information is used to support the next stage of learning. Co-ordination of the provision for pupils with special educational needs in the mainstream of the school is also good. The governing body has a good overview of provision through a named governor. All statutory requirements are met. Effective use is made of all staff to teach pupils with special educational needs both within class and in withdrawal groups.
53. The school has effective strategies in place to promote skills of literacy and numeracy. The literacy and numeracy co-ordinators provide good leadership and the literacy and numeracy strategies are very well managed and have been implemented effectively.
54. All staff have curriculum responsibilities. In consultation with staff and governors, curriculum co-ordinators have produced whole school policies which support teachers in planning and teaching the National Curriculum. They play an effective role in the monitoring of standards. The headteacher has introduced good systems to monitor the quality of teaching and learning.

55. Long term strategic financial planning is good and governors are fully aware of the long-term priorities facing the school. For example, they recognised that there was work to be done on improving security and examined several tenders from prospective contractors before committing funds. They recognise the need to provide good value for money. The school makes effective use of specific grants, particularly for maintaining the number of well-trained teaching assistants to meet Brookside's particular needs.
56. The management of day-to-day financial administration is very efficient. The school administration officer and her clerical assistant organise the collection of money and ordering and distribution of equipment in a way which ensures minimum disruption to teaching and learning. The very few minor recommendations in the latest auditor's report have been implemented. They are also courteous and welcoming to parents and visitors to the office and this makes a positive contribution to the good relationships that are typical of the school.
57. The match of number, qualifications and experience of the teachers to the needs of the pupils and the curriculum is good. The number of support assistants for special educational needs and general support for learning is good. They are deployed well to support pupils in a variety of ways, and their work with teachers and pupils has a positive impact on learning throughout the school. All staff, including the teachers and support staff for the resourced provision, are managed and deployed very effectively.
58. Arrangements for staff development are good, and the development of teachers and support assistants is linked to the school development plan as well as their own identified needs. Good performance management procedures are embedded in the practice of the school and the national requirement for a policy has been fully implemented.
59. The standard of the accommodation is good overall although some attention is needed to rotting woodwork, particularly fire doors. The classrooms are of a suitable size and the computer suite provides a valuable learning facility with room for the addition of more computers. Very good use is made of the school grounds, which are extensive and surrounded by trees and shrubs. An attractive commemorative garden area and the millennium 'Willow Dome' further enrich the external learning environment. Two hard play areas, with suitable markings and plenty of seating, provide sufficient space for pupils at break times. Pupils in the reception class have a safe, fenced outdoor play area with sufficient play equipment but there is scope for making this area more stimulating for young children. The conscientious caretaker maintains the accommodation in a high level of cleanliness and the quality of the internal environment is further enhanced by very attractive displays of pupils' work.
60. Nearly all areas of the curriculum are well resourced and the school has plans to increase the number of computers in the computer suite. Resources for lessons are accessible, centrally stored and of good quality. The library, housed in the entrance area, contains sufficient non-fiction texts of good quality but there is scope for these to be extended in order to provide sufficient quantities of books at different levels to support the pupils in their independent research. Very good use is made of the library service loan facility to supplement the range of books and learning resources available.
61. Parents are very supportive of the aims and values promoted by the school. The school has high expectations of the pupils in terms of their personal and academic development. There is a clear sense of shared values and a unity of purpose. Consequently, the school is well placed to make further progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. To improve the school further, the headteacher, staff and governing body should:

improve pupils' use of information and communication technology to support learning in other subjects by:

- completing the planned extension of the computer suite;
- completing the planned training programme to improve staff expertise and confidence.

This is a priority in the current school development plan.

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Provide written comments about all subjects on pupils' annual reports.

RESOURCE PROVISION FOR PUPILS WITH SIGNIFICANT LEARNING DIFFICULTIES.

63. Brookside houses a resource provision for up to eight pupils with significant learning difficulties. There is a shared commitment among all who work at the school to ensure that pupils with significant learning difficulties are fully integrated into all aspects of school life. The head of the resource provision, fully supported by the headteacher, senior staff, teachers and teaching assistants in the resource school and mainstream classes, ensures a very good quality of education for the pupils. The school is generously equipped to meet the varying needs of its pupils. For example, there is lifting equipment to for those with physical disabilities and a sensory room which support staff use with sensitivity and discretion where it is needed. Pupils with significant learning difficulties spend a limited proportion of the school week in the resource room, mostly for literacy lessons. Otherwise, they are fully and successfully included in all mainstream lessons and extra-curricular activities. This is the result of very close collaboration between well-qualified and very capable teaching assistants and teachers. A feature of this support is the detailed and very specific individual education plans which are prepared for every pupil. The teacher in charge of the resource provision and teaching assistants work very hard to ensure that resourced pupils achieve the targets set out in these detailed documents. In order to do this successfully, they have high expectations of the pupils in their care and successfully ensure that they work as hard and attain as well as they are able. Teaching assistants keep parents very well informed about the daily progress of their children through the use of home/school diaries. The school values the efforts of all pupils and as a result of the very good quality of support which it provides, those with significant learning difficulties achieve well and regularly succeed in meeting the targets set out in their individual plans. A major additional benefit of the resource school is clearly reflected in the very good relationships and the atmosphere of mutual support which exist throughout the school as a whole.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	21	25	7	0	0	0
Percentage	5.4	37.5	44.6	12.5	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	158
Number of full-time pupils known to be eligible for free school meals	n/a	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	10
Number of pupils on the school's special educational needs register	n/a	59

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.3

Unauthorised absence

	%
School data	0.2

National comparative data	5.2
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	12	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	12
	Girls	15	15	15
	Total	27	26	27
Percentage of pupils at NC level 2 or above	School	100 (79)	96 (86)	100 (83)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	15	15	15
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	100 (83)	100 (86)	100 (76)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	11	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	10
	Girls	12	11	11
	Total	22	20	21
Percentage of pupils at NC level 4 or above	School	88 (86)	80 (71)	84 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	10
	Girls	12	11	10
	Total	22	20	20
Percentage of pupils at NC level 4 or above	School	96 (90)	87 (76)	87 (95)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	139
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.6
Number of pupils per qualified teacher	18.4
Average class size	26.3

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	254

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/2001
	£
Total income	453,587
Total expenditure	447,289
Expenditure per pupil	2,745
Balance brought forward from previous year	19,042
Balance carried forward to next year	25,340

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	165
Number of questionnaires returned	72

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	6	0	0
My child is making good progress in school.	43	47	8	0	1
Behaviour in the school is good.	58	36	4	0	1
My child gets the right amount of work to do at home.	46	49	3	1	1
The teaching is good.	57	40	1	0	1
I am kept well informed about how my child is getting on.	47	39	10	3	1
I would feel comfortable about approaching the school with questions or a problem.	58	29	11	1	0
The school expects my child to work hard and achieve his or her best.	50	44	0	0	6
The school works closely with parents.	42	46	10	1	1
The school is well led and managed.	58	35	1	3	3
The school is helping my child become mature and responsible.	51	46	3	0	0
The school provides an interesting range of activities outside lessons.	57	38	4	1	0

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. Children start full-time in the reception class in the September prior to their fifth birthday. At the time of the inspection, there were 19 children on roll. The school does not have a nursery class although there is a pre-school group that meets in a spare classroom every morning. This group and the reception class work in close co-operation. Many of the children in the reception class have previously attended the pre-school group. There is a wide range of attainment on entry to the reception class, but overall, attainment is above that expected for the age group.
65. The very good provision reported at the time of the previous inspection has been maintained. Children achieve well. This is due to the suitable curriculum and the very good teaching. Children with special educational needs are supported very well and have full access to the curriculum. They make good progress. The great majority of children attain the early learning goals set for pupils of this age group in personal, social and emotional development; communication, language and literacy; mathematics; knowledge and understanding of the world; creative development and physical development, and many move on to the National Curriculum programmes of study.
66. The quality of teaching is very good overall and at times it is excellent. All staff work hard and the warm, welcoming, secure and challenging environment they create makes children's first experience of school interesting, happy and positive. Good relationships and trust between children and staff allow children to explore ideas and be confident to ask for help. The teacher's knowledge of the foundation stage is very good and the comprehensive planning, along with thorough assessment of children's progress, results in constantly changing learning and practical opportunities which stretch their thinking and demand concentration. Staff have high expectations of the children and the praise and encouragement they give is rewarded in the achievement of the children. Children receive a good amount of individual input and they respond positively to the challenges asked of them. Staff work closely together as a very competent and effective team, their skills complementing each other. They continually develop their professional skills and expertise. The learning support assistants provide good quality support to the teacher in the running of the class.
67. Parents and school work closely together in the Foundation Stage. Parents have the opportunity to talk to staff regularly when they bring children to school or collect them at the end of the day. This enables any concerns to be dealt with as they arise; it also reassures children and encourages them to be confident about coming into school. Children are very proud of their work and are confident to talk about the contributions they have made to the very good quality displays in the classroom.

Personal and Social Development.

68. The quality of teaching and learning in this area is very good and pupils are cared for very well and make good progress. The aims of the school are effectively implemented by the promotion of good, caring relationships, which encourage good responses and good behaviour and ensure children feel safe and secure. Opportunities to promote personal, social and emotional development are built carefully into all aspects of the curriculum and staff set, and model high standards of care and consideration. Children interact well with each other showing consideration and kindness. They are aware of the difference between right and wrong. Concentration is good; children are involved for

quite long periods on particular tasks, they are well organised and gain independence in managing themselves. Children settle well into the routines of school life because teachers make clear what is expected. In whole class sessions, they listen attentively and their acknowledgement of class routine is good. They put up their hands and are confident to ask questions. Self-confidence and independence grow as children are given responsibilities in the unit for a variety of tasks to which they respond positively. They are becoming independent in looking after themselves, for instance, in dressing and undressing for physical education. At the end of activities, they help to tidy up and put things away. They are good at taking turns and in sharing equipment, for example, when using the sand and water. They show pleasure in their own achievement and are appreciative of the work of others. They co-operate with others in their work and play, for example when developing relatively complex scenarios in the 'baby clinic'. The majority of children handle equipment and books carefully and with respect. They follow instructions well and are sensible when moving around the school as was observed when they went to the hall for a physical education lesson.

Communication, Language and Literacy.

69. The quality of teaching and learning is very good with many examples of challenging opportunities presented to children. The curriculum appropriately emphasises the development of speaking and listening skills as well as promoting the development of reading and writing skills carefully over time. The well-planned, clearly focused activities include formal whole class and group teaching, informal independent learning, for example, through role-play. Use of good and varied language is promoted in all activities. Children talk and role-play well, and staff sensitively encourage the development and use of good vocabulary, particularly in the role play area, currently organised as a baby clinic. In sharing sessions, children are encouraged to speak to the group and they talk clearly and in extended sentences about their likes and dislikes. They listen carefully to the teacher and to each other. All staff use questions carefully to help children express and extend their ideas.
70. Children develop a growing enjoyment of books and stories. Staff place a good emphasis on reading and they are positive and encouraging in stimulating children's interest and enjoyment. A good selection of books and a comfortable and interesting library corner provides a good focus for reading for pleasure. When listening to stories, children concentrate attentively. Most children recognise some letters by shape and sound, and some high frequency words from simple texts.
71. Words and labels are clearly evident in the classroom and many children make attempts at using a few familiar words to accompany their pictures. They are developing pencil control and learning how to form letters. Early writing skills are presented in small, focussed sessions with much individual help and structured guidance given by staff. By the end of the reception year, higher attainers compose and write their own sentences. Most children can copy the teacher's writing. Higher attainers make use of their knowledge of letter sounds to read unfamiliar words. They are reading simple texts with confidence and enthusiasm. Learning to communicate through talking, reading and writing is a fun activity and this has a positive effect on children's achievements.

Mathematical development

72. Teaching and learning are very good. There are a variety of interesting, well-structured practical activities, which support learning well. Staff provide good support for groups to talk through ideas, ask questions and so promote good understanding. They encourage children to use and develop appropriate mathematical language. Children make very good progress in practical and investigative skills. They have many opportunities to develop their numeracy skills using a variety of apparatus both in structured activities and in play situations. Through well-planned topic work they explore pattern, shape and measurement. They are beginning to correctly use the language of quantity and measurement such as bigger than, smaller than, more or less than, tallest and shortest. A very good mathematical display shows how children have measured teddy bears using cubes. The children enjoy singing a variety of songs and jingles, which are number related and which consolidate their understanding of numbers and positional language. They recognise numerals and match these accurately to the correct number of objects. Higher attaining pupils can count forwards and backwards and are able to place numbers in the correct order. By the end of the reception year they calculate simple addition and subtraction sums. Counting and ordering skills are encouraged through use of a wide variety of games and good use is made of activities such as drinks time to challenge children to count, look for patterns and calculate how many more cups will be needed.

Knowledge and understanding of the world

73. The quality of teaching and learning is very good. Children achieve well and gain good experience of the world around them. They are offered a wide variety of experiences indoors and out which provide them with opportunities to learn about their world. The natural curiosity of young children is enhanced as staff continually encourage them to talk about their discoveries and experiences, to ask questions and to explore made and natural materials. They respond enthusiastically and are very keen to extend their knowledge about everything they experience. They develop their understanding of science through exploring changes whilst making jelly. The excellent questioning of the teacher encouraged children to contribute their own ideas and provide simple explanations of what they observed. A lively discussion helped to develop their understanding of the correct scientific vocabulary. Children also observed ice melting in the water tray as part of their topic on polar bears. Another aspect of this topic involved children making homes for different types of bears. The outcomes showed a real understanding of the different habitats. Two boys produced a model of a home for brown bears which included a river with 'fish' for the bears to eat. They learn about the passage of time through celebrating birthdays, talking about the days of the week and the changing seasons and weather. They have looked at photographs of themselves as babies and discussed how they have changed. Children talk about their family members who are older than them and are encouraged to talk about past events and they recognise the difference between past and present. Stories are used to encourage pupils to develop concepts of time and place. They recall their experiences through a range of role-play situations. Floor play equipment is used to enable pupils to develop their language use and to make connections with their own surroundings. Children are able to use the skills of cutting, joining and building using a range of materials. They are confident in working independently to design and make a bed for their teddy bear. Construction toys are used well to encourage children to design and make their own models and to discover how things work. Children use information and communication technology to support their learning and become confident in using the mouse to control computer programs.

Creative development

74. Children's achievement, and the quality of teaching and learning are very good. Teachers plan a range of activities to develop children's imagination. They encourage children to develop their own ideas as well as learning skills. Children use paint, mixing and applying it in a variety of ways and creating original and colourful paintings in a variety of sizes and textures. They create collage pictures using a very good variety of textures and they confidently create 3 dimensional models. Children make good progress with observational skills and their representations of what they see reflects their capacity to look accurately. Their work is celebrated in excellent displays throughout the classroom. They use an art program on the computer to create pictures of fireworks. Children are involved and collaborate effectively in role-play which is actively supported and extended by staff involvement. Children are provided with interesting tasks and they perform these well, developing their range of vocabulary and increasing their confidence in performing with peers. The children enjoy singing and most join in with nursery and number rhymes within a range of class activities. Many of them are able to repeat a simple rhythm pattern and they know how to use simple untuned percussion instruments. These were used effectively to compose simple lullabies for their 'babies'.

Physical development

75. Teaching and learning are very good. Physical education lessons in the hall are well planned and organised. Staff establish clear rules in the use of space and apparatus and children respond well. They develop good spatial awareness, as they run, hop, skip, jump and balance with increasing co-ordination and confidence. They show good control as they balance on benches or walk along skipping ropes. Children listen carefully and respond positively to the clear guidance on how to improve their skills. They set out and put away apparatus with great care and a minimum of fuss. In addition to lessons in the school hall, the class also has easy access to a small, enclosed outdoor area. Weather permitting, this is used to provide opportunities for outdoor play, including small apparatus and wheeled toys. Children are given a variety of tasks to develop their physical skills in the classroom. Staff help children to use tools and modelling materials with increasing skill. Children show increasing expertise in using tools like glue spreaders and scissors safely, to complete their tasks. They manipulate construction equipment with ease, and they manage small play equipment carefully. The majority of children are confident with the computer and use the mouse with increasing proficiency.

ENGLISH

76. In the 2001 National Curriculum tests for seven-year-olds, the school's results in reading and writing were well above the national average. For eleven-year-olds, the school's results in English were above the national average. Comparisons with national results vary from year to year dependent on the number of pupils with special educational needs in each year group. Inspection findings indicate that standards are above the national average. Pupils of all abilities achieve well. This is due to the good quality of teaching and the effective strategies for literacy development applied throughout the school.

77. The school gives high priority to the teaching of speaking and listening skills in English and across the curriculum. In all age groups, frequent and interesting opportunities are carefully planned to encourage pupils to join in small group and class discussions as well as to speak in front of the larger school audience. Good use is made of role-play. This enables the pupils to achieve well. By the ages of seven and eleven, standards are above those found in most schools. In Year 2, for example, they use appropriate, interesting vocabulary when discussing work in science and design and technology. Most pupils are good listeners to adults and to each other. They show secure understanding in following instructions and are also keen to contribute to class discussions when clarifying the instructions for making a gingerbread man. In Year 6, the pupils are beginning to express their own point of view persuasively and back up their ideas with reasoned argument. For instance, when discussing the evidence provided to solve a problem posed in a literacy lesson. They are becoming confident and thoughtful in presenting their own ideas. They concentrate well, listen carefully and pose relevant questions.
78. The school's strategies for teaching reading are very effective in encouraging the pupils to become enthusiastic readers and in developing their skills systematically over time. The school has a wide variety of graded reading books which are used well to support children's learning. Through reading diaries, teachers establish mutually supportive links with parents, which have a beneficial effect on the pupils' progress. Regular sessions of group reading are also used effectively to develop pupils' knowledge and understanding and to encourage the use of expression when reading aloud. Early reading skills of associating letters and their sounds are taught very clearly and by the end of Year 2, the vast majority of the children employ this phonetic knowledge successfully to decode unfamiliar words. They use context and picture clues adeptly to help them establish meaning. Higher attainers are confident in handling non-fiction books competently and using alphabetical order to locate specific information through the index. By the end of Year 6, the pupils have experienced and enjoyed an interesting selection of literature, and are keen to express their likes and dislikes. They are familiar with a variety of writing from poetry to newspaper reports and with the work of classical as well as children's writers. Pupils are able to read independently fluently and with good expression from a range of texts. When asked about their reading they show good comprehension skills. Higher attainers use skills of skimming and scanning to find information. They use the school library and classroom book collections to locate and use suitable books for research and/or enjoyment.
79. Pupils make good progress with their writing. By the end of Year 2, most pupils write independently and are beginning to write stories with a beginning middle and an end. Their spelling of simple words is generally accurate and they are able to use full stops and capital letters appropriately. Their work includes a good range of writing for different purposes including stories, poems, instructions and factual accounts.
80. In Years 3 to 6, pupils extend their range of writing across the curriculum in a number of subjects. They are able to write descriptions, instructions and reports. By the end of Year 6, higher attaining pupils are able to compose sustained, well organised pieces, which demonstrate accurate sentence construction, punctuation and grammar. They write complex sentences with consistent accuracy. They choose words carefully to persuade or describe and their extended writing, in narrative or poetic form, is well organised and imaginative. Paragraphs are used to good effect and punctuation and spelling are usually correct.

81. Pupils in Years 1 and 2 are taught to form letters correctly and they begin to join their writing. By the end of Year 2, many pupils use a simple joined script. High standards of presentation are expected and by Year 6 most of the pupils write clearly and legibly in neat joined script. Standards of spelling are good. By the end of Year 2, many pupils learn to recognise and use regular spelling patterns and spell high frequency words correctly in their work. By the end of Year 6, most pupils use their knowledge of word families and spelling rules to build up polysyllabic words accurately.
82. Pupils usually respond positively to their work in English lessons. They are generally enthusiastic and hard working readers and writers who are able to persevere with their work. They work well, both independently and in groups, and are aware of the needs and contributions of others. They enjoy the whole class and group reading activities and are keen to contribute to class discussions. Standards of literacy are good. Pupils develop a good understanding of the rules of grammar and punctuation. Comprehension skills are developed well.
83. Teaching is good overall across the school. At times, it is excellent. All teachers have good knowledge and understanding of the subject and of the National Literacy Strategy. Basic skills such as matching letters to their sounds are taught systematically so that pupils quickly become independent in their learning and are keen to use their emerging skills to read and to write purposefully. Most teachers use questions thoughtfully to help pupils extend their own ideas and are sensitive in modifying the pupils' answers to make teaching points to the class. Planning is thorough and objectives well focused. However, these are not always made clear at the beginning of the lesson. Pupils are not aware of exactly what is to be learnt or what they must do to succeed, and so do not always learn as well as they might. Good relationships are established in all classes and teachers manage pupils well with genuine praise and encouragement. This is reflected in the pupils' enthusiasm to learn, their eagerness to contribute to lessons and their willingness to share ideas and equipment. In the excellent lesson, the teacher's knowledge and understanding, very clear focus on learning objectives throughout the lesson, combined with her lively enthusiastic approach and imaginative choice of text, motivated the pupils very well and enabled them to make excellent progress. When teaching was less than good, work is not always sufficiently well matched to the range of ability in the class. Tasks may be too easy or not provide sufficient challenge, consequently progress is not as good as it might have been.
84. Pupils with special educational needs are well supported in lessons. They make good progress towards the targets in their individual education programmes. The resource pupils also benefit from working in small withdrawal groups when they receive work which is well matched to their needs and provides a clear challenge for them to improve. They make good progress in relation to the targets in their individual education plans.
85. The English curriculum is broad and balanced with a good range of interesting and relevant activities which stimulate pupils' interest. Pupils are encouraged to make good use of their reading, writing and speaking and listening skills across the curriculum. They are introduced to a wide range of stories and poems and are also encouraged to read non-fiction texts in support of their work in other subjects. Information and communication technology (ICT) skills are used to support some work in English, mainly through the use of word processing. However, the use of ICT is still under developed.

86. English has been a major priority in the school development plan. The school has improved the range and quality of books. Additional books, including sets of group readers and large books for whole class sessions have been used very effectively to support the implementation of the National Literacy Strategy. The school has worked effectively with another local school to examine methods of improving the standards of written work by younger pupils. This involved visits to other schools to observe lessons.
87. The subject is well led. The curriculum co-ordinator has a good overview. Classroom observations and sampling of pupils' work and teachers' plans are used to evaluate standards of teaching and learning. Appropriate feedback is given in order to share good practice and raise standards. Thorough assessment systems are in place, and standardised test results are carefully analysed to review individual and school performance. This leads to the setting of relevant targets and to the development of the curriculum to meet the school's needs.

MATHEMATICS

88. Pupils' performance in the 2001 National Curriculum mathematics tests for seven-year-olds was in line with the national average. Their results in the tests for eleven-year-olds were above the national average. Comparisons with national results vary from year to year dependent on the number of pupils with special educational needs in each year group. Inspection findings indicate that standards are currently above the national expectation for the age group by the end of Year 2 and Year 6. The school is on track to maintain and improve standards and pupils of all abilities throughout the school are achieving well.
89. By the end of Year 2, pupils have an appropriate mathematical vocabulary. Most have a good understanding of pattern in number and know the difference between odd and even. They have a secure understanding of shape. In Year 1, they are encouraged to use and develop their skills of mental arithmetic and make good progress in this area. By the age of seven, higher attaining pupils adapt their knowledge successfully to real life situations, for example by calculating how much money they spend at the fairground. They develop skills of simple data handling and can construct and interpret graphs. Lower ability pupils at this stage add two digit numbers with the aid of apparatus or by counting objects.
90. From Year 3 onwards, pupils continue to develop good mental strategies and to examine a variety of ways of arriving at solutions to problems. In Year 5, the majority of pupils of all abilities have a good understanding of the value of a digit in numbers to 1000 and competently add, subtract, multiply and divide. By the end of Year 6, higher attaining pupils quickly and accurately round numbers up or down and calculate to two or three decimal places. They use a calculator or inverse operations to check their answers. Middle attaining pupils accurately measure areas and perimeters of regular and irregular shapes. They draw angles accurately and recognise and name properties of three-dimensional shapes. They use a variety of methods to collate and represent data they have collected. The majority have a good knowledge of number facts and multiplication tables.
91. Pupils approach mathematics with confidence and enthusiasm. They co-operate well with their teachers, sustain concentration well and take pride in their work, which is well presented. When required, they collaborate well with other pupils, sharing ideas and equipment sensibly. A very small minority lose concentration or become restless where written tasks are too difficult or repetitive. Conversely, where teachers'

expectations are high and the pace and challenge of teaching is well matched to pupils' needs, they respond accordingly.

92. The quality of teaching is good overall and is often very good. Very good lessons are characterised by the thorough preparation of resources, allowing teaching to proceed at a brisk pace. Teaching is imaginative and includes challenging activities which build well on what pupils already know. In a Year 6 lesson, for example, the teacher had high expectations of her class and they responded accordingly. She challenged them regularly to explain how they arrived at their answers and many arrived at their own formulae for finding the area or perimeter of a shape. Teachers throughout the school make good use of the framework provided by the National Numeracy Strategy and this is having a significant effect on the standards pupils are achieving. Lessons usually begin with a lively session of oral work which effectively develops pupils' mental recall skills and promotes their use of different strategies to answer questions. In a Year 4 lesson, pupils responded well to the pace and high expectations when investigating multiplication facts and identifying number patterns. The teacher skilfully created a situation in which pupils of all abilities were keen to join in, but were not afraid to make mistakes. Pupils with special educational needs are well supported and make good progress. Teaching assistants provide helpful support for those who need it and they make a valuable contribution to learning. Occasionally, however, where there is no support available for middle or lower ability groups, these pupils have difficulty in finishing the work they have been given to do. Teachers successfully promote the use of numeracy skills across the curriculum, for instance in design and technology where pupils have to measure very accurately the size of the slippers they are making.
93. The co-ordinator manages this curriculum area very well. She has provided very good resources and teachers make good use of them. The National Numeracy Strategy is used as an effective framework for planning and is having a beneficial effect on standards, especially in mental work and the development of mathematical language. She has set clear targets for improvement in the subject and has worked hard and successfully to achieve them. She has introduced a good system of individual target setting. This system is in its early stages of development, but is already achieving success, placing the school in a strong position to raise standards further.

SCIENCE

94. Teachers' assessments of seven-year-olds' attainment in science in 2001 were above the national average. In the National Curriculum tests in Year 6, pupils' performance in science was well below the national average in science. The school performance in these tests varies from year to year because of the differing numbers of pupils with special educational needs in the year group.
95. Inspection evidence indicates that by the age of seven, the attainment of pupils is in line with the national expectations and a significant proportion of pupils achieve standards that are above those expected for their age. By the age of eleven, the attainment of mainstream pupils' is above the national expectations and some pupils have levels of understanding well above those expected for their ages. The school has succeeded in maintaining the good levels of attainment by mainstream pupils reported at the time of the last inspection. Pupils at all ages and levels of attainment, including those with special educational needs, make good progress in extending their scientific knowledge and understanding, in relation to their prior ability. Progress in the development of their scientific enquiry skills is satisfactory overall and good in Year 6.

96. By the end of Year 2, pupils have developed a good fund of knowledge and understanding through a good range of carefully structured tasks within a topic approach. In a lesson about food groups they were able to classify accurately the main food groups to which familiar foodstuffs belonged and could explain why they chose the different groups. They know about the effects of heat on food such as bread, butter and egg, and record their observations appropriately in notes and drawings. They can give scientific reasons why a pan could not be made of ice and can make a series of related observations of an ice cube melting in different locations. They have a good range of knowledge about the natural world, for example the life cycle of a butterfly, the parts of a plant and their own need for a balanced diet.
97. By the end of Year 6, the mainstream pupils have developed good levels of knowledge and understanding across the full range of the subject. They are able to find answers to scientific questions by systematic investigation. They can make informed predictions about what might happen and explain their findings in terms of what they originally thought. They are able to use keys accurately to classify living things such as leaves and mini beasts. They can illustrate food chains using the correct vocabulary and can represent these in conventional form using arrows. They have a good fund of knowledge about the structure of the human body and the function of its principle organs. For example, they know about the role of white blood cells in fighting disease, the function of the central nervous system, digestion and respiration. In a Year 6 lesson, the pupils showed good levels of understanding about forces and how they could be measured. They used force meters correctly to measure the mass of objects in air and in water, designed their own data recording tables, constructed graphs from their data and drew reasonable conclusions from their findings. Pupils in Year 4 showed good levels of understanding about the measurement of temperature and used thermometers accurately to explore questions about the temperature of different locations in the school. In Year 3 the pupils demonstrated understanding that different kinds of human teeth have different functions and were able to name the teeth and their function with reasonable accuracy.
98. The teaching of science is good throughout the school and in Years 4 and 6 it is very good. The teachers have high expectations of their pupils in terms of both behaviour and level of learning. The very good relationships that exist between the teachers and their pupils, and the proficient levels of class management, ensure that high levels of very good behaviour are maintained. This means that science lessons can contain much high quality and productive practical exploration and investigation and they stimulate high levels of interest. This is a very significant factor in the good progress made by the pupils in science. Most teachers use questioning very effectively to check on previous learning and promote the pupils' thinking. Many examples were seen where pupils gave extended and articulate explanations of scientific phenomena in response to good questioning. In a lesson about forces, the pupils' interest in the topic prompted them to ask their own searching questions about gravity on the moon and in a lesson on energy the pupils made credible attempts to explain how different mechanisms worked. The essential skills of scientific enquiry, for example the use of scientific measuring devices such as thermometers and force meters, are carefully taught and pupils are given sufficient opportunities to take measurements and collect data. However, the work in the pupils' books showed relatively few opportunities to convert the data into graphs and to evaluate the data in order to draw conclusions about the answer to their original question.
99. Teachers plan appropriate learning activities, that are usually set within a topic context in order to make the tasks relevant to the pupils. However, there were also instances where the topic approach resulted in an inappropriate learning focus and did not meet

the requirements of the curriculum. The teaching ensures that the pupils are given sufficient challenge in line with their abilities and particularly good provision is made for the pupils with special educational needs to take a full and productive part in science learning. The partnership between teachers and support staff is very effective in helping these pupils to make good progress. The teachers know their pupils very well and are able to give well-informed support to all ability groups in order to ensure that all learning needs are met.

100. The subject is very well managed. The coordinator provides very good leadership and has correctly identified the further clarification of the scheme of work and assessment of the pupils' progress as priorities for development. Effective systems are in place to enable her to have a good overview of standards and teaching through the newly established system for monitoring subject planning and sampling the work of pupils. She provides a very good role model for science teaching and is well informed in the subject. The subject is well resourced with sufficient numbers of books and a good range of equipment to support teaching.

ART AND DESIGN

101. During the inspection, no art and design lessons were observed in Years 1 and 2 and there was insufficient evidence available to make judgements about the quality of teaching or standards of attainment. Lesson observations and a scrutiny of pupils' earlier work in Years 3 to 6 indicate that standards of attainment by the end of Year 6 are above those expected for the age group. All pupils, including those with special educational needs, make good progress.
102. Teachers' planning indicates that a range of media, including drawing materials, paint, printing, modelling and collage work, is provided during the year. Pupils also have opportunities to study the work of other artists and apply this to their own work. The work of Picasso has been used as a starting point to develop line drawings and colourful portraits.
103. Pupils develop an understanding of colour mixing, and the selection of appropriate materials. They express themselves through drawing and painting and modelling and use simple techniques with developing control. Pupils in Year 3 use a range of materials to produce their own representation of the sea. One group mixed powder paints carefully to produce an appropriate range of colours. Some pupils made effective use of wool and fabrics to create interesting pictures depicting the movement of waves. Others explored the use of chalks, watercolour pencils and tissue papers to create their pictures.

104. Teachers plan effectively, often integrating art activities into topic work, but also providing opportunities for pupils to develop skills and creativity. Examples of this were the Tudor portraits and canal art carried out as part of history topics. Pupils in Years 1 and 2 have used computer programs to produce pictures and designs but the use of computers to support work in art and design is limited.
105. The quality of teaching is good. It has a positive impact on pupils' attainment and progress. Work is both challenging and enjoyable, and pupils are encouraged to think about the quality of their work and how they can improve it. Lessons are well planned and prepared, with good introductions and clear instructions. In Year 5, for example, pupils made careful observational drawings of cogs, gears and other parts of bicycles. This work was linked to an earlier visit to the science museum where they had sketched parts of machines. The work was developed into large drawings and eventually used to create card sculptures. The teacher's high expectations and the provision of good quality drawing materials helped to make this a very effective lesson.
106. Good classroom management is a major factor in promoting high standards and very good use is made of learning support staff. Pupils with special educational needs are well supported and enabled to take a full part in the art and design curriculum. Teachers display an enthusiasm for artwork which inspires pupils' efforts. Pupils have positive attitudes; they listen carefully and demonstrate enjoyment and independence in carrying out art activities and approach their work with confidence. Their work is displayed with care and imagination and makes a positive contribution to the school environment.
107. The co-ordinator is knowledgeable and enthusiastic about art. She provides good support for staff and manages the subject area well. There is a school policy for art, which provides guidance for staff. The school is using the national guidance as the basis for planning a programme of skill development throughout the school. There are good consumable resources for art and the school is developing a collection of reference materials concerning artists and their work.

DESIGN AND TECHNOLOGY

108. By the age of seven the mainstream pupils achieve standards that are above the national expectations for their age and by the age of 11 the standards they achieve are well above those expected. This is a much better picture than that existing at the time of the last inspection, when standards were found to be in line with those expected nationally. All pupils, including those with special educational needs, make very good progress in relation to their prior levels of attainment.
109. By the age of seven, the pupils have developed a good understanding of the design process and are beginning to generate ideas of their own, which they refine and plan in order to produce a good quality finished product. They are able to use simple tools, such as scissors, with good control and accuracy. They can suggest suitable materials for different purposes and can explain how their chosen material should be cut, shaped and joined. In a very good lesson, the pupils evaluated cereal packaging in terms of its structure and marketability and then produced their own design intentions for packaging an imaginary cereal product. They were able to translate their designs into finished packaging, using conventional construction techniques that reflected those used in the original packaging. They understood and used marketing techniques, such as 'special offer' tokens and could explain how their packaging design would catch the eye of the consumer.

110. By the age of 11, the pupils have refined their designing and making skills to a high level of competency. Their evaluation of existing products, such as hats and slippers, shows thoughtful and informed analysis of the purposes of products. They have very good understanding of the design process and draw up plans and patterns, using accurate measurements, in order to create prototypes of their designs. They are able to work with a good range of materials, such as fabric, wood and card and use appropriate tools and joining techniques, being aware also of the safety issues involved. They are developing a sound understanding of the ways in which simple mechanisms work and use these to make things move. Pupils in Year 5 showed very good levels of competence in the construction of a working mechanism for a carousel. They were able to measure, cut and join the wooden components accurately and were good at solving the problems they encountered during the task. In a Year 6 lesson about the designing and making of hats, the pupils were able to make patterns using accurate measurement and use these to cut out the fabric. They used scissors, pins, needle and thread with great precision and were very competent in stitching the seams of their hats.
111. In most of the lessons seen the quality of teaching was very good and in other lessons it was never less than satisfactory. In the best lessons the teachers have a very good level of subject expertise. Due emphasis is given to the importance of the evaluation of existing products in the designing process. Very good use is made of questioning to encourage their pupils to reflect on the purposes of the products and how the design meets the purpose. The pupils engage in well-planned tasks that provide opportunities for them to develop the specific skills related to the subject, engage in all or part of the designing and making process, and formulate their own plans. They are encouraged to select materials and tools to carry out their design intentions, and to modify their designs in the light of evaluation during the task. The safe and correct use of tools is made a priority.
112. The subject is well managed and resourced. The co-ordinator has a good level of subject understanding and has identified the correct priorities for developing the subject. The scheme of work is still under review and the school is at present evaluating the use of the national guidance to support the subject. There has been some conflict between the school's topic approach to planning and the curriculum requirements for the subject. The co-ordinator is seeking ways to tailor the scheme of work to meet subject requirements within the school's integrated approach to planning. The subject makes a good contribution to the development of the pupils' literacy and numeracy skills.

GEOGRAPHY

113. Due to the school's timetabling arrangements for the inspection week, it was only possible to observe the teaching in two geography lessons. However, from the evidence of the lessons seen, and scrutiny of the work in pupils' books and on display in the school, the standards achieved by pupils at the ages of seven and 11 are broadly in line with expectations. The great majority of pupils, including those with special educational needs, make satisfactory progress in relation to their prior ability.

114. No lessons were observed in Years 1 and 2 but the work in pupils' books shows that they are developing a sense of where they live through study of the features of the local area, such as shops and roads, and the jobs people do. In a weather study they were able to record daily weather conditions and identify weather patterns over a week and they describe weather in their own words using appropriate vocabulary.
115. By the age of 11 the pupils have made satisfactory progress in developing their geographical skills and knowledge. They are able to interpret plans, aerial photographs and maps of different scales in terms of the features they show, although they are not able to differentiate consistently between human and physical features. They know about different land use in the local area and express opinions about road conditions and traffic flow. They use appropriate geographical vocabulary in relation to their studies and communicate and organise their findings well in answering key geographical questions. In the context of their visit to Ironbridge and the river Severn the pupils are familiar with the terms 'source' and 'estuary'. They use primary and secondary sources to research geographical topics and are able to use grid references accurately to locate and find features on maps. They are developing a satisfactory range of knowledge about different localities in the United Kingdom and overseas. They know something of the climate and lifestyle of Mexico and can contrast these with the conditions in Denmark. In a Year 4 lesson about Greece, the pupils made good progress in their learning about the Greek culture and traditions, through direct experience of carding wool and tasting Greek food, though they were less successful in carrying out independent research about the country.
116. The teaching of geography was good in the lessons seen. The teachers plan activities that provide suitable contexts for learning within the topic approach. In Year 6 the quality of learning about the local area was enhanced by a fieldwork visit to collect information. The teachers use questioning very effectively to probe levels of understanding and to stimulate reflection and interest in the subject. They teach map-reading skills carefully and provide many opportunities to practise these in different contexts, for example in studies of the local area, further afield in Castleton and Brecon, and overseas in the location of major countries and continents.
117. The scheme of work that supports the teachers' planning for lessons is a secure basis for delivering the subject requirements. However, its use is not consistent throughout the school, as teachers strive to marry the topic-based approach to planning with the demands of the curriculum. The work in pupils' books often has only tenuous links with the scheme of work and does not always promote the development of the specific skills and knowledge required by the subject. The coordinator has begun to monitor the quality and breadth of teachers' planning but at this early stage it has not yet had an impact on standards and teaching. The quantity and range of maps and other resources to support the subject is good and residential and other visits provide further valuable learning experiences for the pupils.

HISTORY

118. At the age of seven the standards achieved by the mainstream pupils are in line with those expected for age. At the age of 11 the standards achieved are above those expected and a significant proportion of pupils achieves standards that are well above those expected for their ages. All pupils, including those with special educational needs, make good progress in relation to their prior levels of learning.

119. By the age of seven, the pupils show a satisfactory understanding of the distinction between the past and present. They know some of the ways they can find out about the past, for example from books, photographs and artefacts, and can identify ways in which daily life has changed in living memory. They use appropriate language to describe the passing of time and can set the events of the past into a simple timeline. They are able to make comparisons between the past and the present and say what is different about common features of their own lives and those of the recent past. For example they could identify the modern versions of old kitchen utensils, and compared the old and modern versions of cars, bicycles and railway engines. In their work on food and shopping they examined old photographs of shops and markets and could identify some key changes in shopping practices between the past and the present day.
120. By the age of eleven, the pupils have widened their fund of historical knowledge to embrace the more distant past. Their history study skills are developed to a good level through an appropriate balance of activities. A rich and varied programme of visits provides a very good basis for learning about the past. For example, a visit to the Stockport air raid shelters enabled the Year 6 pupils to make good gains in knowledge from first hand experience. In lessons they are good at using a variety of sources of information about the past to draw conclusions about people and events and to suggest reasons why things happened as they did. Pupils in Year 5 made very effective use of old photographs and the internet, to find out about life in the Victorian era and in Year 3 the pupils were adept at using a range of sources of information, including CD ROM, to find out about the Tudor ship 'Mary Rose'. The older pupils know that there can be different interpretations of the past and understand the difference between fact and opinion. The pupils become increasingly competent in the use of time lines to set their learning in the relevant chronological time frame through their studies of historical periods such as Ancient Greece, Tudor England, the Victorian era and wartime Britain. They know about the beliefs, customs and practices of past people and civilisations and are beginning to give explanations for why people acted as they did. The pupils in Year 6 showed strong empathy with the feelings of people in wartime Britain and realised that ordinary German people also suffered in the same way.
121. The quality of teaching in the lessons seen was consistently good and sometimes very good. The teachers have a good range of subject knowledge and communicate enthusiasm for the subject to their pupils. They generate interest and motivation through imaginative tasks that involve the pupils in stimulating and challenging situations. In a Year 6 lesson about rationing in wartime Britain, the pupils made soup from a wartime recipe and studied weekly food allocations using real ration books. This enabled them to gain very good levels of understanding of the impact of food shortages on people's lives. The strong emphasis on the development of history study skills provides the pupils with many opportunities to examine contemporary artefacts and documents and to use a very good range of sources of information. The teachers make very good use of questioning to promote good levels of thinking and reasoning about historical questions. They generate high quality discussion that enables their pupils to develop and communicate ideas and viewpoints about the past and its impact on the present. Very good use is made of visits as a source of first hand learning. Residential visits to destinations such as Ironbridge provide a rich diet of learning about the past from museums such as Blists Hill and the Tile Museum.

122. The subject benefits from good management and a new scheme of work that incorporates elements of the national scheme within the school's topic approach. This provides a secure basis for teaching history throughout the school. The co-ordinator monitors the subject provision in terms of skills and knowledge but this system is newly implemented and its impact has not yet been evaluated. The co-ordinator has a good level of subject understanding and has identified appropriate priorities for further development in the subject. A recent audit of resources has revealed that, whilst these are adequate in quantity, more texts are needed to support pupils' independent research. The school makes very good use of external loan services, such as the Stockport Museum Service, to supplement its own resources. Very good use is made of ICT as a source of historical information.

INFORMATION AND COMMUNICATION TECHNOLOGY

123. Pupils' attainment in information and communication technology is in line with national expectations throughout the school and pupils of all abilities are achieving satisfactorily.
124. By the end of Year 1, the majority of pupils use computers confidently and independently. Whenever they use the computer suite, they log on without any help from adults and competently save or print their work at the close of lessons. They use computers for a variety of purposes. By the end of Year 2, word-processing skills are well developed. For example, they use computers for writing letters to Father Christmas and a small minority demonstrate speed and skills reflecting standards above expectations for their age. Most can highlight blocks of print and move them about the screen and use the mouse and toolbar to change the size of print or images. Some are less confident and need help from adults or more competent classmates. All pupils are becoming aware of the wider uses of computers at this stage, for instance to create graphs of their favourite toys to support their work in mathematics.
125. In Years 3 to 6, pupils continue to develop and improve their keyboard skills and their familiarity with computers. They use them as a tool for art, for instance when designing a badge for a 'Friends' club, for drafting and re-drafting their work or creating a data base of the heights of people in their class. By the end of Year 6, pupils use computers regularly to look for information in the course of their work. In order to do this, they confidently gain access to the Internet to operate search engines and look for information which will help them with their work. They use the appropriate 'tools' for checking their spelling, reorganising text and expressing ideas in a variety of formats, for instance by constructing a grid to produce a weekly diet sheet. Considering that the computer suite has only been in operation for less than a term, pupils are already achieving well enough to meet the requirements of the National Curriculum. A minority who have had relatively little experience in the use of information and technology still rely on the help of adults or classmates at this stage.
126. Pupils throughout the school are very responsible and cooperative when using computers. They help each other out when in difficulties and treat equipment with respect. They are enthusiastic about the subject and keen to learn more.

127. The quality of teaching is good throughout the school. A strength of the teaching is the careful planning and preparation of lessons. In a Year 6 lesson, for example, the teacher made available a very useful web site to help her class to study examples of World War Two posters which increased their understanding of wartime propaganda. She then provided suitably challenging tasks to test their knowledge. The group responded with great enthusiasm and their attitude and behaviour were exemplary.
128. The subject is very well led by the coordinator. She has worked hard to support colleagues and to encourage the use of the computer suite on a regular basis. The school has made effective use of specific grants to improve resources. A number of teachers have completed training through New Opportunities Funding and others are due to begin in the near future. Therefore, they are beginning to use the resource with greater confidence. However, governors are aware that although teaching arrangements have significantly improved since the last inspection, there is a need to consider how to create more teaching space and to strengthen the resources available to classes. As things stand, there are only enough computers in the suite to enable a maximum of half of a class to use computers, sharing one between two. This clearly hinders progress. A further area for development is the day-to-day use of computers in the classroom to support learning across the curriculum. Teachers' planning indicates that they are seeking ways to use classroom computers and this is a positive step. However, pupils have too few opportunities to gain confidence in using the computer as an integral part of their learning. This is because many teachers do not yet have the subject knowledge and confidence to organise more frequent access. However, there is a shared commitment on the part of all staff to improve achievement, the coordinator has put a good scheme of work in place to support this and the school is in a strong position to improve standards further.

MUSIC

129. Standards throughout the school are above national expectations. All pupils, including resourced pupils and those with special educational needs, are achieving well. The standard of singing in Years 5 and 6 often rises to well above the expectations for the age group. Those who take advantage of opportunities to play instruments in additional lessons during lunch times or after school are also doing very well.
130. By the end of Year 2, pupils sing songs with a sense of rhythm and with confidence and enjoyment. From Year 1 onwards they practise singing through a range of increasingly challenging exercises and games. This was seen in a Year 1 and 2 lesson where they accurately copied phrases they had listened to. In the same way, they gain a good sense of rhythm and dynamics by listening to and repeating or continuing musical patterns by clapping or singing, or both. They recognise and sing high, middle and low notes and by the age of seven, compose their own three-note tunes on pitched instruments.
131. From Year 3 onwards, the majority of pupils sing songs and rounds in two parts, holding their own tune but with an awareness of others. They develop their ability to compose music for un-tuned and pitched instruments using graphic notation. They become accustomed to composing and playing as an ensemble and develop the self-discipline necessary to follow instructions from a director and to wait for their turn to come in. In Year 5, composition begins to include chords as well as single notes. By the end of Year 6, the vast majority of pupils are competent or good singers.

132. The quality of teaching is good. The teachers have very good subject knowledge. Lessons are imaginative and lively and relationships are very good. Consequently, pupils throughout the school enjoy music and are enthusiastic performers. This was particularly obvious in a Year 5 and 6 choir rehearsal where excellent teaching was matched by a similar response from the pupils. The members of the choir, comprising all pupils from the year groups, showed a clear appreciation of the power of performance, the feelings that music arouses and the pleasure that it gives them. Consequently, their performance demonstrated a rhythmic awareness and sense of drama well above expectations for their age. A strength of the teaching lies in teachers' willingness to devote their own time to encouraging participation in and enjoyment of music. Thus, pupils have numerous opportunities to develop their ability to play recorders, keyboard and guitars and to perform as a member of a choir, an orchestra or even a pop group.
133. The co-ordinator leads the subject very well. She is a specialist musician and has worked hard to establish and maintain Brookside's justifiable reputation as a 'music' school. She has produced a very good and balanced scheme from which teachers plan their work. One of the strengths of the scheme is that it creates regular opportunities for pupils to listen to and appraise a wide range of music from around the world and from different musical eras. Music plays a prominent part in school life and school choirs regularly take part in concerts and performances. The subject is well resourced and equipment is widely used. Given the extra-curricular activities available and the opportunities provided for listening and reflection in lessons, the subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

134. Standards of attainment are in line with national expectations and pupils make sound progress. The school provides a well-balanced programme of physical activities throughout the year which meets the requirements of the National Curriculum. Pupils learn to play games, participate in gymnastic activities and respond to music through dance. Pupils in Years 3 to 6 also have swimming lessons and, by the time they leave school, pupils are competent swimmers.
135. In Years 1 and 2, pupils develop control, co-ordination and balance and have an awareness of space and the need to use it well as part of their PE activities. They develop skills in the use of small apparatus, including catching, throwing and hitting a ball. They participate in gymnastics and respond to music through dance.
136. In Years 3 to 6, skills are further developed and pupils perform with increasing competence. They learn to play games and develop athletic techniques. Pupils have a clear understanding of benefits of vigorous exercise and the effects of exercise on the body. The opportunities provided for teamwork and a sense of fair play support the development of pupils' social skills.
137. The quality of teaching observed was good throughout the school. All lessons begin and end in an orderly manner and contain appropriate warm-up activities. Teachers set appropriate challenges, provide clear instructions and explanations and encourage pupils to develop skills. Questioning is used effectively and use is made of pupils as exemplars of good practice. Pupils are encouraged to evaluate their own and others' performances to help them to improve. In the most effective lessons, teachers offer plenty of praise and immediate feedback to the pupils. Relationships and class management are good. This results in safe, controlled lessons where pupils listen

carefully and follow their teachers' instructions. Teaching is enthusiastic and this is reflected in pupils' response.

138. Pupils' attitudes to the subject are good. They dress appropriately for physical activity and behaviour is good. They work hard to improve skills, are well motivated and enjoy themselves. They clearly enjoy lessons. They are very co-operative when working in groups and are reliable and sensible when putting out or storing equipment. Effective use is made of support staff to ensure that pupils with special educational needs are able to take a full part in lessons.
139. A satisfactory range of extra curricular, physical and sporting activities is planned throughout the year and supports the physical education curriculum. This includes football, netball and hockey coaching. The school takes part in inter-school activities in a range of sports. Effective use is made of outside coaches to develop pupils' interest and skills in sports such as football and judo.
140. The co-ordinator provides effective leadership for the subject. He monitors the quality of planning and provides guidance for colleagues. There is a useful policy and clear scheme of work in place. There is a good selection of apparatus and equipment to support learning. The school has a hall where gymnastics, dance and indoor games take place. Outdoor facilities consist of playground areas and a playing field.

RELIGIOUS EDUCATION

141. Only one lesson was seen during the inspection. Judgements are based on that observation as well as a scrutiny of teachers' planning and pupils' work, and discussion with pupils and teachers. Attainment in religious education throughout the school exceeds the expectations of the locally agreed syllabus. The school has maintained the standards reported in the last inspection. Pupils of all abilities achieve well.
142. Throughout the school, teachers place emphasis on enabling pupils to discuss and explore a range of issues relating to Christianity and comparative religions. In Years 1 and 2 the youngest pupils are given opportunities to explore and record their own feelings about the notion of forgiveness through the stories of 'The Little Red Hen.' By the end of Year 2 they gain good insight into the similarities and differences between Christianity and other religions by hearing about traditional events such as Harvest Festival, Rosh Hashana and Baisakhi.
143. In Years 3 to 6, pupils gain further knowledge and insight into the origin of Christian values. For example, Year 3 tell the story of The Creation through dance and enact the tale of Joseph's New Coat. Pupils in Year 4 examine more abstract issues such as the notion of God as the Creator. They are encouraged to compare these ideas across the religions by examining the origins of Hinduism. By the end of Year 6 they have a good knowledge of Christian stories from the Old and New Testament, ranging from the flight of Moses to the Crucifixion. They have a good understanding that faith forms the basis of belief in all religions.

144. Teachers' planning reflects good use of the scheme of work. In the lesson seen, the teacher made good use pictures and artefacts to introduce the story of the festival of Divali. The class had an enthusiastic attitude and showed good knowledge of the story of Rama and Sita. Teachers explore the more sensitive issues raised in religious education through Circle Time, during which they lead discussion about, for example, responsibility in a Christian family. The coordinator leads the subject well. She successfully promotes the emphasis on the discussion of important issues and has placed a good supply of religious artefacts at teachers' disposal.